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AUTHOR Pierce, Nancy
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ABSTRACT

The Liberal Arts Program described in this report is the largest and most stable of the projects of the Institute of Study for Older Adults (ISOA) at New York City Technical College. The report deals with the program's activities and emphases during 1979-80. After introductory material on the ISOA's growth, activities, funding, and outreach model, four continuing ISOA objectives are listed and the Institute's efforts to achieve them are described. These objectives are: (1) to provide opportunities for older adults to identify and express their educational and social needs; (2) to enhance the self-confidence and self-esteem of elderly students through intellectual inquiry and social interaction; (3) to provide supportive settings which encourage older adults to test new roles and skills; and (4) to advocate the acceptance by professionals of the potential for growth of older adults and of the concept of lifelong learning. The next section covers the major issues addressed during 1979-80, i.e., defining the rationale for liberal arts education for the elderly, identifying curricular strengths, and assessing the impact of course taking on older learners. Examples are then provided of events illustrating some of the program benefits. After providing statistics on course offerings, funding, course taking, and course content, the report presents a program agenda for an ISOA conference and a list of workshop topics. The 1979-80 course schedule is appended. (AYC)

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ANNUAL REPORT

1979 - 1980

INSTITUTE OF STUDY FOR OLDER ADULTS

LIBERAL ARTS PROGRAM

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New York City Community College
Division of Continuing Education
and Extension Services
300 Jay Street
Brooklyn, N. Y. 11201

August 1980

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NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 Jay Street, Brooklyn, N.Y. 11201 643-8150

Division of Continuing Education
(212) 643-4560

May 14, 1981

Dear Colleague:

We are pleased to enclose a copy of the 1979-80 Annual Report of the Institute of Study for Older Adults.

We have not included a copy of the appendices. If you are interested in seeing a copy of the appendices, please let us know.

If you have any questions or comments on the Report, we would like to hear from you. Please address your letters to Nancy Pierce, the current Director of the Institute.

Very truly yours,

Peter W. Oppenheimer, Ph.D.
Coordinator of Adult Programs

PWO/pb
Enc.

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Fannie Eisenstein, M.S.W., Associate Dean

Peter W. Oppenheimer, Ph.D., Coordinator of Adult Programs

INSTITUTE OF STUDY FOR OLDER ADULTS

Nancy Pierce, M.A.	Project Director
Maria Burgio, M.A.	Research Director
Virginia Hansome, B.A.	Teacher/Administrator
Aurelio Vasquez, B.A.	Teacher/Administrator
Minerva Abrahamsen	Teacher/Administrator

ADMINISTRATIVE STAFF

Esther Cohen	Administrative Assistant
Frances Sillart	Typist

GRADUATE STUDENT ON FIELD PLACEMENT

Benjamin M. Sebastian	Hunter School of Social Work
Melissa A. Spore	Columbia University

ANNUAL REPORT, INSTITUTE OF STUDY FOR OLDER ADULTS
LIBERAL ARTS PROGRAM, 1979-80

INTRODUCTION

The Institute of Study for Older Adults, operated by the Division of Continuing Education of New York City Technical College (formerly New York City Community College), a unit of the City University of New York, began in 1969 as the response of the Division to a request for a college-level course in psychology from the Boro Park Friendship Club, a group of older people associated with the Maimonides Community Mental Health Center.

Gradually, the Liberal Arts Program expanded over the years, supported by grants from the New York State Office for the Aging, and the New York Community Trust, to as many as 200 + courses in over 100 community sites. During this period, other programs were developed to serve the learning needs of the undereducated, urban elderly - in employment, leadership training, consumer education, ethnic heritage studies, information and referral, and teaching the homebound. These projects, supported by pilot or demonstration grants, were designed to meet learning needs which fell outside of the traditional liberal arts disciplines, or with training formats inappropriate to the decentralized outreach model developed originally.

The Liberal Arts Program, the largest and most stable of the projects of the ISOA, in 1979-80 provided 147 courses at 86 community sites - senior centers, libraries, nursing homes and residences for the aged, elderly housing, and geriatric clinics, involving 4,143 students. Support for the project came from the New York City Department for the Aging, under Titles 3B and X of the Older American's Act, the New York City Department of Employment through the New York Foundation for Senior Citizens, Consolidated Edison, Independence Savings Bank, and a number of the agencies involved as sites. Administrative support was also provided by the Bronx, Borough of Manhattan, LaGuardia and Staten Island Community Colleges, in their respective geographic target areas.

A complex outreach model, as refined by the Institute, involves the cooperation of central ISOA administrators, coordinators at local community colleges, social agency staff, ISOA faculty and students in planning and conducting the classes. Although the operational structure varies with the setting, all courses offered by ISOA have 3 consistent elements: (1) clearly defined educational objectives appropriate to a higher educational institution, (2) designs which enhance or complement, never compete with the social service, recreation of health care programs of the host agencies, and (3) involvement of older students, as far as feasible, in the selection and design of their own learning experiences.

The program's structure and operation have become quite stable over the past three to four years. Since this process has been detailed in past annual reports*, the report for 1979-80 will deal with progress toward meeting continuing objectives, some major issues investigated, new program directions and particular programmatic successes and the staff's hopes for 1980-81.

CONTINUING OBJECTIVES OF THE ISOA

To provide opportunities for older adults to identify and express their educational as well as social needs.

The structure which provides these opportunities for older students is the on-site student meeting, at which I.S.O.A. staff and prospective students determine together the content of the course to be held at a particular agency. Administrative cuts in Title IIIB funding for previous years had severely limited the staff time available to organize and conduct these meetings, and as a result project directors had to depend on senior center staff for an assessment of interest in particular courses. Eventually, in some agencies, patterns of staff, rather than students, choice came to predominate at a number of centers where in earlier years students had been deliberately and actively involved in the course selection process. However, thanks to the availability of two full-time CETA teacher/administrators, a Title X part-time teacher and a graduate social work student, this year 35 student meetings were held at 21 sites in Brooklyn, Queens and Manhattan. On the average, enrollments were higher (7 more/class), and attendance more consistent in courses chosen by student meetings than for other classes where student meetings were not conducted. These statistics, we feel, indicate greater student motivation and interest, stimulated in part by the course selection process. For the 1980-81 academic year, ISOA will seek to double the number of these meetings, as a means of expanding the definition of unmet learning needs to greater numbers of potential students.

To enhance the self-confidence and self-esteem of elderly students through both intellectual inquiry and social interaction within the context of the learning process.

We believe this objective to be achieved continuously with particular individuals and groups, although documentation is somewhat anecdotal. For instance, at a student feedback session held during a teacher's conference last spring, the following comments were noted:

> The students agreed that their participation in the courses had social value as well as academic gains. One student stated she had felt a great

*Available on request

loss when the courses were discontinued at her center. She said a course in psychology had taught them not to feel alone. Another felt that "there is as much need for education as there is for food". The student felt that the courses had changed the lives of the students completely - "they gained communication with other people as a result of the course they had taken". Another stated that "there is a tremendous thirst for knowledge" which was not so in the past - "Today the desire of older adults to expand their knowledge is almost universal."

At another session an older student who has been deaf from an early age and is now also partially blind told an out-of-state visitor about the dramatic effect taking a course in psychology had on her. She reported that the learning about the workings of the human personality had opened up an entirely new world to her - i.e. "I never before knew I had a subconscious" - which now motivated her to learn Braille so she could study further. The experience of being in a class with sighted older students was completely new to her, as she had been educated in schools for the deaf. Through hearing the reactions of these students (through an interpreter) she gained profound insight into the commonality of human experience which had never before been available to her in her isolation in the deaf community.

Certainly only a few of our older students experience such radical changes in knowledge, attitudes and behavior as a direct result of an ISOA class. But, empirically, we believe that the effect on many is similar, though much less dramatic and more subtle than in this case. Thie aim - to enhance the sense of self-worth of our elderly students through intellectual stimulation in groups - constitutes the most significant, and unfortunately least "measurable" objective, of our efforts. In future years, we will continue these attempts to examine this effect more closely, to define the ultimate worth of involving the elderly in educational programs.

<u>To provide supportive settings which encourage older adults to test new roles and skills.</u>

Activities to meet this objective, which were begun originally as part of the ISOA Liberal Arts Program, have now, for the most part, been "transferred" to other grant-funded ISOA programs designed particularly to train elders for helping roles - as teachers, ombudsmen and advocates, learning companions for the homebound elderly, information and referral specialists in senior centers. However, each year some courses presented as part of the Liberal Arts Program deal with leadership training for social

action - this year at Harriet Tubman and St. Charles Jubilee, in Brooklyn, Archer Avenue in Queens, and Bronxdale in the Bronx. Two other courses,Legal Rights of Older Adults and Health Needs provide basic information on laws and entitlements affecting the elderly and on medical care and nutrition, to enable students to exercise greater independence in obtaining their legal rights and the best health care available under the present system. This year, Legal Rights was given at Community Roundtable of Bushwick, in Brooklyn, and Catherine Sheridan in Queens; Health Needs, at Glenmore Plaza, Coney Island Hospital, and Jay in Brooklyn, St. Mary's in Queens, and Jewish Home and Hospital, Bronx Union Y, Mosholu Montefiore and Project Hand in the Bronx.

Besides courses whose objectives aim particularly at preparation for new roles, we believe, that, as in the case of the deaf/blind student cited above, participation in ISOA classes stimulates many of our students to new levels of activity in other arenas: social, recreational and educational.

<u>To continue to advocate the acceptance by professionals, in the fields of education and gerontology, of the potential for growth of older adults as students and of the concept of learning as a lifelong process not limited by age 65.</u>

During the past year, ISOA staff made a number of appearances at public forums to speak on issues related to education for the older people, and provided information and access to ISOA classes for representatives of a number of institutions. Staff members spoke before groups of graduate students, social agency and higher education administrators, senior center staff, and gerontologists on various aspects of the program. Dr. Peter Oppenheimer, Coordinator of Adults Programs, Dr. Sylvia Seidman, former Project Director, and Nancy Pierce, current Project Director, presented a poster session on "Educational Needs for Older Adults Based on Self Selection in Courses of Study", an analysis of patterns of ISOA course-taking, at the Annual Meeting of the Gerontological Society in Washington, D. C. Dr. Oppenheimer was a panelist at JASA's city-based Mini-White House Conference in May, speaking on the critical importance of education for older people. Maria Burgio, Research Director, spoke on the preliminary results of her study on the reported effects of course-taking on older students at meetings at Hampshire College in Amherst, Mass., and SUNY at Stony Brook. Staff from institutes of gerontology, and higher and continuing education from institutions in Wisconsin, Michigan, New York State, Massachusetts, Denmark and Germany, visited N.Y.C.T.C. and classes on-site during the year. A conference on "Teaching Older Adults: Meeting the Needs of a New Generation of Learners" cosponsored with the CASE Center for Gerontological Studies of the CUNY Graduate Center,

and supported by a grant from the N.Y.C. Department for the Aging, attracted 200 teachers, administrators and staff of social welfare, educational, and health care institutions, and older students (see appendix for brochure). An estimated 2,000 or more items of information (brochures, program abstracts, course listings, annual reports and papers) were sent out this year in response to requests from all over the U.S.

ISOA staff will continue these activities throughout next year, to encourage and provide assistance in replication and adaptation of this program model whenever feasible.

MAJOR ISSUES ADDRESSED IN 1979-80

Several events combined unexpectedly in the past year to generate more focussed attention by ISOA staff to the curriculum which has been central to the program from the start - the rationale for the emphasis on the liberal arts, the strengths and weaknesses of the present format for choice and presentation of content, and examination of the impact of the classes on students. (1) A grant, from the Fund for the Improvement of Postsecondary Education of DHEW, under a program aimed at evaluating the effect of liberal arts study on nontraditional students was approved in August 1979. Work on the project began the following month. This effort required staff to define why the traditional disciplines of the liberal arts, as opposed to vocational training, learning coping skills, or recreational activities, are so critical to the success of the program. (2) A generous grant to our Adopt-a-Center program by Con Edison allowed us to offer four courses yearly in 5 senior centers, which led to reflection on the curriculum strengths and weaknesses of the current program format. (3) The processes involved in planning for the FIPSE evaluation (mentioned above) led to more attention by administrative staff to investigating and defining the impact of course-taking on older students.

Defining the Rationale for Liberal Arts Education for the Elderly.

Traditional academic disciplines - the arts and humanities, the natural and social sciences - have been central to the ISOA program since its inception. Pressures for courses which are primarily recreational or "instrumental"* have been consistent, both from older people themselves and from agency staff who work with them. The rationale for requesting such classes is usually that undereducated elderly people will be unable to "relate" to or be intimidated by college courses. However, staff have resisted these pressures, insisting on intellectual content in the great

*"Instrumental" learning, as defined by Roger Hiemstra, refers to content which helps people cope with problems they encounter in their daily lives.

majority of the classes offered*. Earlier reports have described anedodotally (as does the present one) the positive response. We felt the value we placed on such subjects was justified by our students' excitement and gratification at engagement with these disciplines. But exactly why the liberal arts should be the focus of study had never been articulated.

The attempt to define this rationale for the particular importance of the liberal arts for the elderly has been a difficult process, not yet finished. Over the year, administrators, faculty and students have discussed it in a variety of contexts - individual interviews, discussions among staff and between staff and students, and the preparation of a short paper for presentation at a conference at SUNY at Stony Brook. Through this process, an initial consensus has developed, that study of the liberal arts, for younger as well as older people in general, somehow aids the student to understand the depth and breadth and commonality of human experience and history. This understanding, in younger students - both undergraduates and adults - contributes to fuller participation and comprehension of life events as being part of a larger pattern. The student is aided in assessing the meaning of his life in relationship to what he or she knows of past history, his own and other societies, human relations, the laws of science, literature and the arts, and philosophic and religious belief systems. For older students this process of understanding is enhanced by relating their considerable experience to the insights gained in study. Engagement with the liberal arts helps elderly people understand the relationship of past events - in their own, or parents' or grandparents' lives - to world or national events in a new and broader context. The consensus is well expressed in the following quotes:

From administrators -

Liberal education uses the disciplines to give older people a better way of understanding the knowledge that they've gained through their lives .... to put students in touch with themselves,

---

*Exceptions are often made where the need for courses in Health, Legal Rights, or Leadership Training are expressed strongly by the older people themselves, or where a class in movement or current events will help to establish the program in particular sites where classes have not been held before, or the population is particularly hard-to-reach, or students have <u>never</u> before had the chance to study history, or anthropology, science, philosophy, the arts or literature.

to enhance their understanding.... to maintain their involvement in society through their entire lifetime... People in their 60's, 70's, and 80's, want to examine their lives and distill from life the knowledge that is significant. They get satisfaction from doing this: We're not interested in mastery so much as we're interested in continuing their adult learning...

From teachers -

These students already have empirical knowledge of the world. What they learned came earlier in their lives; now we try to relate some of those ideas. You can picture these students as vessels; they are already full... They (the students) rethink their positions. Maybe they will keep these same positions, but they have a new way of thinking about them. The end may be the same but the means of getting to that end will be different. Then that means can also be applied to other situations... we don't teach values but we expand on values. We want to see psychological growth. We want students to develop their capacity to question their conditions.

In younger students, then, the liberal arts serves as a vehicle for developing understanding which prepares for a life still to be lived; for older students, the same curriculum stimulates a process of reevaluation of a life much of which has already passed. The efforts at articulating this difference have yielded unexpected insights into the function of education for the elderly which will enrich the ISOA program in the coming months.

Identifying Curricular Strengths.

A generous grant of $5,000.00 from Con Edison to our Adopt-a-Center program stimulated dynamic processes of learning and personal development beyond our expectations. The grant monies covered enriched programs in 5 particularly needy sites - Grand Coalition, Corsi, William Hodson, William Reid and Archer Avenue - in Manhattan, Brooklyn, Queens and the Bronx. Students in these centers were provided 4 courses yearly, rather than the 2 normally given in any one year. This restriction to 2 courses under Title 3B funding does limit our elderly students' exposure to the broad range of study possible in the liberal arts. For instance, to take one 9 week course in each of the major subject areas - the arts, philosophy and religion, literature, natural sciences, social sciences, foreign languages, and literature - would require 3 1/2 years taking 2 courses per year. The Adopt-a-Center grant, by freeing particular groups of students from this restriction, provided opportunities for fuller exploration of a broad range of needs and interests, as students chose studies in a wide variety of disciplines - health care, English, Spanish, sociology, political science, anthropology, history, psychology, leadership training, the law and music.

Certain patterns of interest and motivation among these students developed over the year. For instance, Hispanic elderly at Grand Coalition on the lower East Side chose to learn basic survival skills - courses which help them to cope with the multiple obstacles they face as dependent, or undereducated minority older people. Learning to speak some English, after decades of isolation from the dominant culture, became for these students a concrete symbol of their determination to gain some measure of control over the rest of their lives. Thus, following the English course, students chose to examine their place in society in a course titled Challenges of the Older Adult, which also emphasizes both information and issues related to the various benefits and entitlements - Social Security, SSI, Medicare, Medicaid, Food Stamps, etc. on which the elderly poor depend for life itself. At William Hodson in the Bronx and William Reid in Brooklyn, students chose sequential learning patterns ordinarily not possible within the limits of the Title III funding. In Brooklyn, an already established choral group has been studying music history, theory and composition, both in works students have known all their lives and pieces from a range of other forms and periods. The challenge of examination of both the familiar and the unknown has enhanced their sense of competence as musicians and enriched their experience. At William Hodson, a series of courses in the history and immigration experiences of the varied ethnic groups which make up the center membership culminated in exploration of the influence of these groups on American Society. Students in these courses have experienced a sense of pride in identifying with their own ethnic groups and gained mutual understanding of both the common and diverse experience of others.

Thus, this particular funding generated not simply a quantitative increase in the program - in the number of courses offered, of student hours, etc. - but also dynamic change in the nature of the learning experience for many of the students - from the sampling from among the "smorgasbord" of academic disciplines to the examination in depth of particular issues or topics. The rewards - in terms of the experience of our elderly students - are expressed as new sensitivities and understandings: a gain in self-confidence, in mastery of technical information and skills, in coping with one's changing role in society, or in understanding the larger social, economic, and political forces which affect daily life.

Fortunately the original grant has been continued by Con Edison for 1980-81 academic year. During this year, ISOA staff will seek further corporate support for the Adopt-a-Center project, to expand the enrichment of learning possible under this format to other older learners.

Impact of Course-Taking on Older Learners.

The FIPSE evaluation project will provide data on the correlation between taking ISOA courses and reported life satisfaction, amount of social interaction, and various demographic factors (age, occupation, previous education, marital status, etc.). Thus far, data has been collected from samples of student and non-students in 9 randomly selected senior centers, but no final analysis of data is available.

The process involved in planning for an collecting the data stimulated another, much less formal attempt at initial definition of the impact of taking a course on the older learner. The project did not follow the strigent guidelines of research, so the results can not be taken as representative of the reactions of all ISOA courses as a whole. Nonetheless, the commonalities of goals and responses to the experience were striking and serve as some indication of the ultimate effect of the courses.

Benjamin M. Sebastian, graduate student in social work from Hunter College, conducted structured group interviews at 3 sites during the spring of 1980. Subjects were 37 students in ISOA classes (in sociology of aging and psychology) who volunteered, from among the 120 registered, to be interviewed about their experience. Questions covered student expectations, course content and teacher performance. Because students volunteered to be interviewed, we can not give much credence to their enthusiastic rating of their teachers and of the course content*. Two points are of interest, however:

(1) These older students reported initial expectations of the courses which were surprisingly consistent despite the variation in content. Students' motivations for taking the courses were primarily for (a) knowledge and awareness of self and others; (b) social interaction (increase "communication", "cooperation" and "friendship") and (c) skills needed for coping with daily problems. According to the students, these high expectations were achieved - in particular, that the course either "helped me understand others" or "helped me cope with my problems".

(2) Despite high expectations and an apparently high degree of satisfaction, these students appear to have been insufficiently challenged; 83% reported the content to have been "somewhat" or "too easy". Though this is too small a number of responses to generalize, in the coming year teacher observations will focus increasingly on adequacy of content as well as methods of presentation.

*Overwhelmingly, they reported that what was learned was "very interesting" and "useful", instructors were rated very highly on knowledge, presentation of content and stimulation of class participation.

In the next few months, detailed analyses of the FIPSE evaluation results will be available. From these findings and from the initial indications of student motivation and response described above, an instrument for on-going informal evaluation will be developed for testing in a number of ISOA classes in the spring of 1981. Thus beginning efforts at defining the impact of study on the older student may eventually produce some criteria for success.

PROGRAM BENEFITS

Instructors and administrators in the ISOA find work with elderly students particularly rewarding because their need for and commitment to learning makes them especially responsive to teachers. While not particularly dramatic these events illustrate some of the more common benefits of the program.

Expressing Learning Needs

At the initial student meeting at Bedford-Stuyvesant nursing home, the withdrawn and depressed residents were almost completely unresponsive to attempt to spark interest in a college course. Through the intensive efforts of Virginia Hansome, ISOA Administrator, and the staff of the home, the residents were encouraged to articulate what they wanted to learn. To nearly everyone's surprise, they selected a class in Public Speaking. The course, conducted by William Mackey, Jr., started them talking again. Several made speeches at their graduation on the importance of learning, and the group is now compiling the oral histories of its members.

By contrast, the residents of a Manhattan nursing home, where the program has been longer established, often design their own courses. Involvement there is intense, as they lobby before and debate during the meeting, and proxies are taken by staff members from those too ill to attend. Two of the courses they planned for this year - on the effect of corporate and special interest lobbies, the mass media, and extremist political groups on American society, and on our current relations with Russia, China, Africa and Cuba - indicate the powerful need to comprehend contemporary events which characterizes much of older adults' desire for learning.

Reversing Ageist Sterotypes

At another senior center, also in Brooklyn, the director was reluctant to schedule a college course. She felt the poorly educated, white ethnic elderly who came to the center would not be interested in "intellectual" activities. However, she cooperated with Benjamin Sebastian, a graduate student on field placement with the ISOA, and Isaac Glouberman, the instructor,

in encouraging members to "try out" the class. Their enthusiastic response to the experience completely reversed her attitude. She now regards her older clients with greater respect and views them as needing and deserving of the opportunity to learn.

Encouraging Social Interaction

In a number of sites, the ISOA classes serve a dual function - providing both a learning experience and a structure for interaction between diverse groups. This year, in psychology classes in Brooklyn and the Bronx, the blind and the sighted Hispanic, white ethnic and black elders studied together. By scheduling class on the day the blind attended the Brooklyn site, and by providing an interpreter for Hispanic students in the Bronx, a level of communication between groups was established which can now carry over to other activities within the centers.

Personal Development of Students

- This excerpt of a letter from an older student to a philosophy teacher speaks for itself:

> ".... For me, the course was a unique and enriching experience. Imagine learning words like Timocracy and Oligarchy ... I have incorporated the four cardinal virtues into my design for living -
>
> 1. Wisdom, of which I have a little
> 2. Courage, which I lack
> 3. Temperance, I am slow to anger
> 4. Justice, I have a great sense of .... "

These events are, in fact, typical of happenings in the ISOA program: they are cited here as samples of what the staff see as the true excitement and value of the experience for our older students.

Development of Language Skills

During 1979-80, the addition of 2 full-time teacher/administrators, assigned to the Institute from the New York Foundation for Senior Citizens, made possible the enrichment and expansion of ISOA services in the teaching of survival skills - both in the area of English as a Second Language and basic entitlement information. Aurelio Vasquez worked with the Hispanic elderly in centers in Manhattan and the Bronx, and Virginia Hansome, trained through the ISOA's Senior Consumer Ombudsman and Information and Referral programs, conducted courses in the legal rights of older adults for several groups in Bedford Stuyvesant. Their assessment of the needs for learning of the groups they worked with

contributed to deeper comprehension by the staff of the meaning of language deficiency in the daily lives of the elderly poor. As a result of these preliminary explorations, during 1980-81, supported by a grant from the N. Y. State Department of Education, the Institute will investigate, and make recommendations to alleviate, the problem of low participation by older adults in adult basic education and English as a Second Language programs.

PROGRAM STATISTICS

During the 1979-80 academic year, the Institute of Study for Older Adults offered a total of 147 courses. All these courses were supported administratively by the New York City Department for the Aging under Title 3B of the Older Americans Act. Instructional salaries were supported as follows: 111 courses by Title 3B, through the New York City DftA; 14 through Consolidated Edison's Adopt-A-Center grant; 4 through CETA employees assigned to ISOA by the New York Foundation for Senior Citizens; 13 paid by the community agency where the course was held; and 5 by Title X of the Older Americans Act, through the New York City DftA. The chart below shows the geographic patterns and funding sources for each borough:

	SOURCE OF INSTRUCTORS				Salary
Borough	3B	Con Ed	CETA	Pd. by Ctr.	X
Brooklyn	36	4	2	3	2
Bronx	17	3	1	5	0
Queens	25	3	0	2	0
Manhattan	25	4	1	3	3
Staten Island	8	0	0	0	0
TOTAL	111	14	4	13	5

Courses Chosen

The chart on the following page shows a breakdown of courses chosen by older students during 1979-80. Well over half (64%) of the courses chosen fell in two major areas of study - psychology and the social sciences and the humanities. Within these major areas, two fields dominated - psychology (15% of all courses) and music (10% of all classes). Other strong interests were basic English language skills and foreign languages.

The patterns of choice followed by students in this year's program are strikingly consistent with choices over the history of the program. A chart which follows compares student choices for 1979-80 with student choices for 1969-79, analyzed by Dr. Peter Oppenheimer and Dr. Sylvia Seidman for presentation at the Annual Meeting of the Gerontological Society, November, 1979. The few differences of more than 2% are an increase of interest in music, and fewer classes chosen in health and movement.

ANALYSIS OF ISOA COURSE CONTENT, 1979-80
N = 147

Curricular Area	# Courses	% Total
Social Sciences	41	27.9
History	11	
Political Science	10	
Sociology	9	
Economics	4	
International Affairs	4	
Current Events	3	
Psychology	22	15.0
Humanities (Except Music)	16	10.9
Art, Drama, Literature, Philosophy and Religion		
Music	15	10.2
Basic Language Skills	14	9.5
Reading, English, ESL		
Foreign Languages	11	7.5
French, Italian, Spanish, Hebrew		
Health	10	6.8
Movement	7	4.8
Other	9	6.1
Gerontology and Social Action		
Science	1	.7

COMPARISON OF ISOA COURSE CONTENT

1969-1979 and 1979-1980

Field	% of Total 1969-1979	% of Total 1979-1980
Social Sciences	27.6	27.9
History, Political Science, Sociology, Economics, International Affairs, Current Events		
Psychology	15.5	15.0
Humanities	12.7	10.9
Art, Drama, Literature, Philosophy and Religion		
Music	2.6	10.2
Basic Language Skills	11.0	9.5
Reading, English, ESL		
Foreign Languages	9.2	7.5
Health	10.0	6.8
Movement	7.6	4.8
Science	.7	.7

REGISTRATIONS AND COMPLETIONS,

ISOA, 1979-80, BY BOROUGH

Geographic Area	Average Completions	Average Registrations	Rate of Completion(%)	Total Students Completing	Total Students Registered	Total Number Classes
Bronx	12.9	31.5	41	334	819	26
Brooklyn	16.4	31.8	52	771	1,493	47
Queens	19.2	26.3	73.1	577	789	30
Manhattan	15.7	24.9	62	564	898	36
Staten Is.	18	18	100	144	144	8
Entire City	16.2	28.2	57.7	2,390	4,143	147

NEW YORK CITY COMMUNITY COLLEGE

INSTITUTE OF STUDY FOR OLDER ADULTS

and

THE GRADUATE CENTER

OF THE CITY UNIVERSITY OF NEW YORK

are

CO-SPONSORING A CONFERENCE

TEACHING OLDER ADULTS

MEETING THE NEEDS OF A NEW GENERATION

OF LEARNERS

Monday, May 12, 1980
and
Tuesday, May 13, 1980

at

THE GRADUATE CENTER
33 West 42nd Street
New York, New York

Funded in part by N.Y.S. Office of Aging and N.Y.C. Department for the Aging through a grant under Title IVA, OAA of 1965 as amended

PROGRAM

Monday, May 12, 1980

9:30 - 11:00 a.m. Opening Remarks	Dr. Peter Oppenheimer Co-Chairman
Welcome	Fannie Eisenstein Associate Dean-Division of Continuing Education N.Y.C.C.C.
Introduction of Speaker	Dr. Neil McCluskey Co-Chairman
Keynote Speaker	Dr. Carl Eisdorfer
11:00 - 11:30 a.m.	Coffee Break
11:30 - 1:00 p.m.	Workshops - B,C,E & F
1:00 - 2:30 p.m.	Lunch
2:30 - 4:00 p.m.	Workshops - A,D,F & G

Tuesday, May 13, 1980

9:30 - 11:00 a.m.	Student, Faculty & Friend Feedback Sessions ISOA, Homebound & Consumer Education
11:00 - 11:15 a.m.	Coffee Break
11:15 - 1:00 p.m.	Video Tape Demonstration
1:00 - 2:30 p.m.	Lunch
2:30 - 4:00 p.m.	Workshops - A,C,D & E
4:00 - 5:00 p.m.	Dutch Bar

WORKSHOPS

A. Working with Elder Students	Nancy N. Rubinstein, Leader Minerva Abrahamsen Lorraine Altman Charles Gray Lenore Powell Lucy L. Wilson
B. Teaching Elderly Homebound	Joan Delaloye, Leader Paula Gray Dolores Grier Mary Noone Denise Smith
C. Teacher's Role As Counselor	Nancy Pierce, Leader Becky Adelson Jody Altenhof Michael Dantuono Cynthia Holloway Eleanor Litwak
D. Setting the Climate for Learning	Joyce Greenup, Leader B. J. Astwood Robert Disch Phyllis Grunauer William Mackey, Jr. Ronica Stern Simone Sternberg
E. Older Adults as Learners	Maria Burgio, Leader Sebastian Benjamin Holmes Morrison Sylvia Seidman Yehuda Shragai
F. Teaching Approaches to Varied Ethnic Groups	Gail Nayowith, Leader Aurelio Vasquez, Leader Valerie Levy Yolanda Mayo Edna Moshette Elaine Thomas
G. Teaching Students with Auditory and visual Deficits	Louise Akillian, Leader Mimi Gould Mary Noberini Lessie Robinson

WORKSHOP CONTENT

A. Focus will be on classroom dynamics related to curriculum, methodology, process and content. Attitudes and perceptions of ageism related to student and teacher will be discussed.

B. This workshop will explore teaching methodologies used to reach elderly homebound, including peer teaching by elder Learning Companions and will examine curriculums developed.

C. Older students often approach teachers for help in dealing with personal problems. Emphasis will be on guidelines for teachers in deciding if, when, and how to assume the counseling role, and in referring students to agencies for help.

D. This workshop will examine the effect of stereotyped images on the ability of older adults to learn. Participants will discuss these attitudes in institutions, groups and individuals and their implications for teaching older adults.

E. This workshop will explore issues confronting older learners and teachers. Focus will be on myths and realities of elders as students, such as cognitive capacities, physical and motivational factors, and knowledge about performance and pedagogy.

F. We shall discuss issues and techniques involved in teaching people of various ethnic backgrounds. Focus will be on developing educational strategies to make learning sensitive to the student's heritage and relevant to their lives.

G. The auditory and visual problems that affect many older adults require special attention in the classroom. This workshop will address methods that have been effective in accommodating such students.

SCHEDULE OF CLASSES, 1979-80

Classes were funded by Title 3B, Older Americans Act, through the N.Y.C. Department for the Aging, except for those with the following notations:

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CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
STATEN ISLAND COMMUNITY COLLEGE					
Eger Home	Current Events & Eco.	W. Gibbons	Thurs.	1:15	3/27
Golden Gate	Current Events & Eco.	W. Gibbons	Thurs.	3:00	3/27
Clove Lake	Current Events & Eco.	W. Gibbons	Thurs.	3:15	1/17
Carmel-Richmond	Current Events & Eco.	W. Gibbons	Wed.	10:00	1/16
Carmel-Richmond	History of NY Part II	W. Gibbons	Tues.	10:00	9/25
Clove Lake	History of NY Part II	W. Gibbons	Wed.	3:15	9/26
Golden Gate	History of NY Part I	W. Gibbons	Tues.	3:15	10/2
Eger Home	History of NY Part I	W. Gibbons	Tues.	1:15	10/2

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CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
HOSTOS COMMUNITY COLLEGE					
Hodson Sr. Ctr. (C.E.)	Integration of Ethnic Groups in America	W. Mackey, Jr.	Tues.	10:00	4/22
Andrew Jackson (III B & CETA)	Psychology	B. Adelson/A.Vasquez	Wed.	10:00	3/26
E. Robt. Moore (CETA)	E.S.L.	A. Vasquez	Mon.	10:00	3/24
Hodson (C.E.)	European Immigration	W. Mackey, Jr.	Tues.	10:00	2/19
Hodson (C.E.)	Hispanic Am. Hist. and Culture	M. Pinero	Tues.	10:15	10/23

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CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
KINGSBOROUGH COMMUNITY COLLEGE					
Council Center (P)	Ethics in Society	B. Daly	Wed.	1:00	6/25
Dorchester	Psychology	Y. Shragai	Tues.	1:45	1/29
Surf Solomon	Comparative Religion	M. Gallagher	Fri.	10:00	5/16/80
Jay	Philosophy	D. Seligman	Thurs.	10:30	2/7
Council Center (P)	Symphonies/Opera	M. Matthias	Fri.	1:30	2/1
Brighton Beach Library	Presidential Politics	K. Fiesel	Wed.	1:30	2/27
Jay Senior Center	Health Needs	E. Moshette	Thurs.	10:15	1/10
JASA-Starrett City	Psychology	I. Elson	Mon.	10:00	2/11
Sr.Cit.League of Flatbush	Musical Comedy	M. Matthias	Fri.	10:30	2/15
Sr.Cit.League of Flatbush	Musical Comedy	M. Matthias	Fri.	10:00	11/9
Council Center	Ancient Jewish History	Y. Shragai	Wed.	10:30	10/31
Penn Wortman	Mind & Body	I. Elson	Thurs.	10:15	4/17

SCHEDULE OF CLASSES, 1979-80

CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
KINGSBOROUGH COMMUNITY COLLEGE					
Coney Island Hospital	Nutrition	B. Stock	Thurs.	10:30	9/27
Coney Island Hospital	Nutrition	B. Stock	Thurs.	12:30	9/27
Blanche Schuldiner Sr.Ctr.	Mind & Body	M. Bennett	Mon.	10:00	10/27
Surf Solomon	Human Sexuality	L. Powell	Wed.	10:30	9/26
Council Center	Psychology	I. Elson	Fri.	1:30	11/16
Brighton Beach Library	Poetry Workshop	A. Robertson	Mon.	3:00	11/12

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CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
QUEENSBOROUGH COMMUNITY COLLEGE					
Springfield Gdns (C.E.)	Spanish	M. Fava	Tues.	1:00	4/10
Archer Ave (C.E.)	Spanish	M. Fava	Tues.	10:30	3/18
Archer Ave (C.E.)	Legislative Process	K. Fiesel	Wed.	1:00	3/19
Field "Y"	America, Where Are You Going?	K. Fiesel	Tues.	1:00	3/25
Field "Y" (P)	Living in Today's World	M. Gould	Tues.	1:00	1/22
Archer Ave. Sr. Ctr.	Spanish	M. Fava	Thurs.	10:00	10/25
Springfield Gdns (C.E.)	Spanish	M. Fava	Thurs.	1:00	11/1
Clearview Self Help	Contemp. Literature	A. Liveson	Mon.	1:00	10/8
Field "Y"	Mind & Body	J. Antelyes	Tues.	1:00	10/30
Brookdale Village	Sociology	M. Gould	Thurs.	11:30	10/11

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CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
LA GUARDIA COMMUNITY COLLEGE					
Astoria Sr. Ctr. (P)	Ethnic Studies	W. Mackey, Jr.	Thurs.	1:00	3/27
Self-Help Maspeth	Yoga	D. Treglia	Mon.	1:00	4/21
St. Mary's	Contemporary Issues	K. Peeples	Tues.	10:30	5/27
YMHA Luncheon Club	Intro. to Drama	W. Mackey, Jr.	Fri.	10:30	6/27
Prince Street	Beginning French	W. Mackey, Jr.	Tues.	10:30	7/1
Queens Lighthouse	Great Lives	I. Glouberman	Thurs.	2:00	10/11
Queens Lighthouse	Great Lives	I. Glouberman	Wed.	2:00	10/10
Forest Hills Self Help	Comparative Religion	I. Glouberman	Mon.	10:30	10/8
Sunnyside Sr. Ctr.	Community Politics	M. Winston	Thurs.	10:00	11/1
Elmcore	Hispanic Culture	M. Fava	Wed.	1:30	12/5
Colon Center	Psy. of Everyday Living	J. Antelyes	Thurs.	1:00	11/1
St. Marys	Health Ed & Nutrition	S. Seligman	Wed.	10:30	10/31

SCHEDULE OF CLASSES, 1979-80

CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
LA GUARDIA COMMUNITY COLLEGE					
Self Help Austin St.	Personality Psychology	V. Monogenis	Wed.	1:00	11/28
Hanac	Human Relations	S. Watson	Fri.	10:00	11/30
Catherine Sheridan	Legal Rights of Older Adults	U. Clark	Thurs.	10:00	11/26
Queensbridge	E.S.L.	K. Peeples, Jr.	Mon.	1:30	11/26
Flushing "Y"	French-Conv. for Beginners	E. Carrature	Thurs.	10:00	11/1
Italian Charities	Italian Perspectives in USA	J. Valletutti	Wed.	10:00	11/28
Corona Preservation	Psychology of Every-day Living	C. Evans	Mon.	10:00	12/3
Goodwill Terrace	Current Affairs	L. Robinson	Tues.	2:30	11/13

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CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
MANHATTAN COMMUNITY COLLEGE					
N.Y.A.C.T.W.U. (X)	English	M. Abrahamsen	Thurs.	12:30	
Manhattan Valley (CETA)	E.S.L.	A. Vasquez	Wed.	1:30	5/14
University Settlement	Science in the News	M. Maier	Thurs.	10:30	5/15
Markle Residence	Psychology	B. Adelson	Mon.	1:30	5/6
Chinatown Planning Council	Citizenship	T. Chan	Thurs.	9:15	5/29
Hamilton Grange	Art Appreciation	J. Handorff	Wed.	10:30	6/11/80
University Settlement	Problems of Cities	M. Maier	Thurs.	10:30	2/7
Casita Maria	Puerto Rican Music History	P. Torres	Tues.	10:00	2/26
Canaan Senior Center	Intro. to Psychology	S. Vitale	Wed.	10:00	1/16
Ft. Washington Sr. Ctr.	E.S.L.	S. Weissfisch	Fri.	10:30	1/11
Manhattan Valley Sr. Ctr.	E.S.L.	D. Tillyer	Wed.	1:30	1/23
Corsi (C.E.)	N.Y.C. Problems and Issues	M. Maier	Mon.	10:15	1/14

SCHEDULE OF CLASSES, 1979-80

CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
N.Y.A.C.T.W.U. (X)	Basic English	M. Abrahamsen	Thurs.	12:30	1/10
Jewish H/H	Psychology	M. Noone	Thurs.	2:00	2/14
Jewish H/H (P)	Geography and Ethnology of the Persian Gulf	W. Mackey, Jr.	Mon.	2:00	2/19
Local 1199	Current Issues of Psychology	B. Adelson	Wed.	11:00	10/10
Local 1199 (P)	Movement	M. Abrahamsen	Wed.	1:00	10/10
D.C. 37	Adv. in Opera	M. Matthias	Mon.	1:00	9/17
Salem	Art	J. Abrams	Thurs.	11:00	10/26
Jewish H/H (P)	Hidden Power	A. Mitchell	Wed.	2:00	10/2
Markle Residence	History of Opera	M. Matthias	Wed.	10:30	10/3
A B S W	Yoga	G. Danzer	Tues.	10:00	9/26
Katherine Engel	History of Dance	J. Bernstein	Fri.	10:30	9/26
Corsi Sr. Ctr. (C.E.)	Psychology	B. Adelson	Fri.	10:30	10/5
St.Matthews & St.Timothy's(X)	Movement	M. Abrahamsen	Wed.	10:30	10/10
Jewish H/H	World Peace	Y. Shragai	Thurs.	2:00	10/25
Covello Sr. Ctr.	E.S.L.	S. Levy	Tues.	10:00	11/6

SCHEDULE OF CLASSES, 1979-80

CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
Ft. Washington Sr. Ctr.	E.S.L.	S. Weissfisch	Fri.	10:30	10/26
Jefferson Market Library	Psychology	B. Adelson/F.Elson	Mon.	2:00	11/9
Project Find - St. Luke's	Forms of Communications	L. Powell	Thurs.	10:30	1/3
Stein Sr. Ctr.	Aging in other Societies	P. Grunauer	Wed.	10:30	11/21
Grand Coalition (C.E.)	E.S.L.	S. Levy	Thurs.	10:00	11/15
Hamilton Grange	Yoga	G. Danzer	Tues.	9:00	12/11
Chinatown	Citizenship	T. Chan	Fri.	2:00	12/7
Jackie Robinson	Reading	L. Warren	Fri.	10:30	11/30
Grand Coalition (C.E.)	Challenges of the Older Adult	Y. Mayo	Mon.	1:30	12/3

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CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
BRONX COMMUNITY COLLEGE					
Bronx Community College (P)	Current Issues	W. Sokolsky	Tues.	11:00	4/15
Jewish H/H Kingsbridge (P) Salzman Pavilion	Sociology	L. Wilson	Wed.	1:30	4/23
Jewish H/H Kingsbridge (P) Greenwall Pavilion	Health Needs of O.A.	H. Parness	Thurs.	10:15	3/27
Bronx Union YMCA (P)	Health Needs of O.A.	H. Parness	Mon.	10:00	5/5
Mosholu Montefiore Sr.Ctr.	Health Needs of O.A.	H. Parness	Tues.	10:00	4/29
Heights Sr. Ctr.	Social Psychology	J. Weiss	Fri.	10:00	4/11
Project HAND	Sociology-Society and the Aging	L. Wilson	Tues.	9:45	5/13
Bronx Union "Y"	Health Needs of O.A.	H. Parness	Wed.	10:00	12/12
Project HAND	Group Dynamics/ Health Needs	H. Parness	Mon.	1:30	12/3
Bedford Park	Fine Arts	S. Boykoff	Thurs.	10:30	1/10

SCHEDULE OF CLASSES, 1979-80

CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
Spuyten Duyvill Library	Art Appreciation	J. Handorff	Wed.	10:00	1/23
Bronx Com. College	Current Events II	W. Sokolsky	Tues.	11:00	12/4
Bronx Com. College	Contemporary Politics	W. Sokolsky	Tues.	11:00	10/2
Van Cortlandt Village	Hebrew	Y. Shragai	Tues.	1:30	11/6
Heights	Adv. Psychology	J. Weiss	Mon.	10:00	11/12
Jewish H/H (Kingsbridge)(P)	Mental Health Aspects of Aging	H. Parness	Thurs.	10:15	11/29
Bronx House	Hebrew	Y. Shragai	Thurs.	10:30	11/29
Northeast 60+	Spanish II	A. Resto	Tues.	10:00	11/27
Co-Op City	Jewish Amer. Culture	Y. Shragai	Tues.	10:30	12/4
Bronxdale	Leadership Training	L. Wilson	Fri.	1:15	12/14
Jewish H/H	Dynamics of War & Peace in Mid-East	Y. Shragai	Wed.	2:00	11/7

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NYC COMMUNITY COLLEGE					
Greenpoint Library	Pers. on Int'l Crisis	Y. Shragai	Wed.	2:00	3/12
Happy Age	Tai Chi Chuan	J. Mandelbaum	Wed.	10:30	3/19
St. Louis	Music	M. Matthias	Mon.	1:30	3/3
Ridgewood-Bushwick	Italian Conversation	M. Fava	Wed.	1:30	4/23
Heights & Hill	America, Where Are You Going?	A. Mitchell	Mon.	3:00	5/5
Concord Nursing Home	Public Speaking	W. Mackey, Jr.	Wed.	10:30	1/28
Glenmore Plaza	Health Needs of the O. A.	M. Bennett	Mon.	1:30	5/5
Bay Ridge Library	Ed & Older Adult	M. Gould	Tues.	1:00	4/15
Wm. Reid (Con Ed)	Psy. of Everyday Living	H. Carrington	Tues.	10:15	6/17
Concord Nursing Home	Oral History	W. Mackey, Jr.	Wed.	10:00	6/18
St. Louis	Music Appreciation	M. Matthias	Thurs.	11:00	6/23

SCHEDULE OF CLASSES, 1979-80

CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
NYC COMMUNITY COLLEGE					
I.H.B.	Movement	M. Abrahamsen	Wed.	10:30	4/30
Community Round Table	Legal Rights of the Older Adult	V. Hansome	Tues.	10:30	2/26
St. Charles Jubilee	Bureaucratic Problems	N. Rubinstein	Wed.	10:00	1/16/80
Harriet Tubman	Group Leadership	G. Gersmehl	Tues.	12:30	1/14
Happy Age	Tai Chi Chuan	J. Mandelbaum	Wed.	10:30	1/16
I. H. B.	Movement	M. Abrahamsen	Wed.	10:30	2/6
Willoughby House (CETA)	Spanish	A. Vasquez	Mon.	1:30	2/26
Pete McGuinness	Challenges of the Older Adult	I. Glouberman	Fri.	10:30	2/15
I.H.B.	Movement	G. Danzer	Wed.	10:30	11/7
AMICO-59th St.	Psychology	M. Bennett	Tues.	10:00	10/30
Williamsburgh "Y"	Jewish History	Y. Shragai	Mon.	1:00	10/22
William Reid Sr.Ctr.(C.E.)	Music	M. Matthias	Wed.	2:00	10/9
William Reid (C.E.)	Music	M. Matthias	Wed.	2:00	12/11
Lafayette Gdns	Drama	E. Isenstead	Mon.	10:00	10/22
Cobble Hill Nurs. Home (P)	Current Issues	E. Plotkin	Thurs.	10:00	11/1

SCHEDULE OF CLASSES, 1979-80

CENTER	COURSE	TEACHER	DAY	TIME	STARTING DATE
NYC COMMUNITY COLLEGE					
Troy Sr. Ctr. (P)	Music	M. Matthias	Thurs.	1:30	10/18
Borinquen Plaza	E.S.L.	D. Tillyer	Tues.	10:30	10/23
William Reid	Group Leadership	L. Powell	Mon.	10:30	7/16

NOV 13 1981

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96 Powell Library Building
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